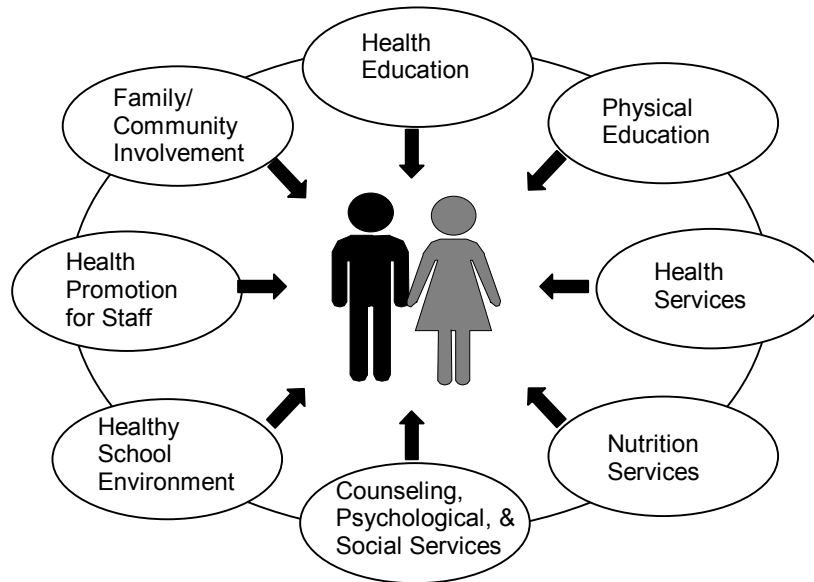


## **Module 1: School Health Policies and Environment**

### ***Instructions for Module Coordinator***

Habits and practices related to physical activity and healthy eating are influenced by the entire school environment. That's why the *School Health Index* has eight different modules, which correspond to the eight components of a coordinated school health program shown below.



### ***Instructions for completing the module***

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 1 team.

Principal  
Physical education teacher(s)  
School food service manager  
School nurse  
Classroom teacher(s)

Parent(s)  
Community health agency representative(s), such  
as from the American Cancer Society or local  
health department

2. Make a photocopy of the module Questionnaire (pages 4-9) for each Module 1 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 10-11).
3. Give each Module 1 team member a copy of the Module 1 Questionnaire. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents aside in case you need to make more photocopies.

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4. At a Module 1 team meeting:

- Discuss each question on the Module 1 Questionnaire and its scoring choices.
- Decide how to collect any information you need to answer each question accurately.
- After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The *School Health Index* is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
- Record the scores (0 to 3) for each question on the module Score Card and calculate the overall Module Score.
- Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
- Use the results from the third question in Planning Questions to identify the one, two, or three highest priority actions that you will recommend to the *School Health Index* team for implementation this year.
- Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up *School Health Index* team meeting.

We wish you success in your efforts to improve the health of young people!

**Module 1: School Health Policies and Environment**

***Score Card (photocopy before using)***

**Instructions**

1. Carefully read and discuss the Module 1 Questionnaire, which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 10-11).

|      |  | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|------|--|-------------------|-----------------------|---------------------------|-----------------|
| 1.1  | Representative committee oversees school health programs                     | 3                 | 2                     | 1                         | 0               |
| 1.2  | Written school health policies   | 3                 | 2                     | 1                         | 0               |
| 1.3  | Recess   | 3                 | 2                     | 1                         | 0               |
| 1.4  | Adequate physical activity facilities  | 3                 | 2                     | 1                         | 0               |
| 1.5  | Access to physical activity facilities outside school hours                  | 3                 | 2                     | 1                         | 0               |
| 1.6  | Prohibit using physical activity as punishment                               | 3                 | 2                     | 1                         | 0               |
| 1.7  | Prohibit use of food as a reward or punishment                               | 3                 | 2                     | 1                         | 0               |
| 1.8  | Fund-raising efforts supportive of healthy eating                            | 3                 | 2                     | 1                         | 0               |
| 1.9  | Restrict access to foods of low nutritive value                              | 3                 | 2                     | 1                         | 0               |
| 1.10 | Adequate time to eat school meals  | 3                 | 2                     | 1                         | 0               |
| 1.11 | Hands washed before meals and snacks   | 3                 | 2                     | 1                         | 0               |
| 1.12 | Orient staff to school health policies                                       | 3                 | 2                     | 1                         | 0               |
| 1.13 | Communicate school health policies to students, parents, staff, and visitors | 3                 | 2                     | 1                         | 0               |

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

|  |  |  |   |
|--|--|--|---|
|  |  |  |   |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |  |  |   |
| <b>MODULE SCORE</b> = (Total Points / 39) X 100                                |  |  | % |

## Module 1: School Health Policies and Environment

### *Questionnaire*

#### 1.1 Representative committee oversees school health programs

Does the school have a representative\* committee that meets at least twice a year and oversees school health policies and programs, including physical activity and healthy eating?

*\*Representative means that it includes relevant members of the school community, such as parents, students, teachers, administrators, food service staff, nurses, coaches, and counselors.*

3 = Yes.

2 = There is a committee that does this, but it could be more representative.

1 = There is a committee, but it is not representative, **or** it does not address physical activity and healthy eating policies and programs, **or** it meets less than twice a year.

0 = No.

#### 1.2 Written school health policies

Does the school or district have **written** school health policies that commit the school to the following?

- ✓ providing a broad range of opportunities during and outside school hours for competitive and noncompetitive physical activities that help to develop the skills needed to participate in lifetime physical activities
- ✓ making foods that are low in fat, sodium, and added sugars available wherever food is served inside and outside the cafeteria
- ✓ providing a comprehensive program of health education designed to promote physical activity and healthy eating

3 = Yes, for all of the policies above.

2 = For two of the policies above.

1 = For one of the policies above.

0 = No.

### **1.3 Recess**

Are students provided with at least 20 minutes of recess\* during each school day, and do teachers or recess monitors encourage students to be active?

*\*Recess is an opportunity for unstructured physical activity.*

Note: Recess should complement rather than substitute for the physical activity instruction students receive in physical education class.

3 = Yes.

2 = Recess is provided for at least 20 minutes each day, but teachers or recess monitors do not encourage students to be active.

1 = Recess is provided each day, but for less than 20 minutes, **or** it is provided on some days but not on all days.

0 = Recess is not provided on any day.

### **1.4 Adequate physical activity facilities**

Are the physical activity facilities adequate in the following ways?

- ✓ both indoor and outdoor facilities are available for use by the physical education and extracurricular physical activity programs
- ✓ physical education classes do not have to be canceled due to weather extremes (rain, high or low temperatures, etc.)
- ✓ in physical education classes, all students can be physically active without overcrowding or safety risks
- ✓ for extracurricular activities, all interested students can sign up and participate without overcrowding or safety risks

3 = Yes, in all four ways described above.

2 = In three ways.

1 = In one or two ways.

0 = No.

**1.5 Access to physical activity facilities outside school hours**

Can all students use your school's indoor and outdoor physical activity facilities outside school hours\*?

*\*Outside school hours means after school, evenings, weekends, and school vacations.*

3 = Yes.

2 = Indoor or outdoor facilities are available, but not both.

1 = Indoor or outdoor facilities are available, but the hours of availability are very limited.

0 = No.

**1.6 Prohibit using physical activity as punishment**

Does the school prohibit using physical activity\* and withholding physical education class\*\* as punishment? Is this prohibition clearly communicated to staff and consistently followed?

*\*An example of using physical activity as punishment is making students run laps or do push-ups as a consequence of inappropriate behavior.*

*\*\*Withholding physical education class as punishment means not allowing students to attend all or part of physical education class as a consequence of inappropriate behavior in another class or failure to complete an assignment in another class. It does not refer to the physical education teachers disciplining students during physical education class by having them sit out for a period of time. Please do not consider issues related to participation in interscholastic sports programs when answering this question.*

3 = Yes, the use of physical activity as punishment and the withholding of physical education class as punishment are prohibited and both prohibitions are consistently followed.

2 = One of these practices is prohibited, and the prohibition is consistently followed.

1 = One of these practices is prohibited, but the prohibition is not consistently followed.

0 = Neither practice is prohibited.

### **1.7 Prohibit use of food as reward or punishment**

Does the school prohibit giving students low nutritive\* food as a reward\*\* and withholding food as punishment\*\*\*? Are these practices clearly communicated to staff and consistently followed?

*\*Low nutritive foods provide calories primarily in the form of fat and/or sugars but contain few vitamins or minerals. Examples include candy, fried chips, and soft drinks.*

*\*\*An example of using **food as a reward** is providing candy or fast-food coupons to students because they have behaved well or met an academic or fund-raising goal.*

*\*\*\*An example of **withholding food as punishment** is not giving one student a snack or meal, which is offered to all other students, because of that student's inappropriate behavior.*

- 3 = Yes, the use of low nutritive food as a reward and the withholding of food as punishment are prohibited, and both prohibitions are consistently followed.  
2 = One of these practices is prohibited, and the prohibition is consistently followed.  
1 = One of these practices is prohibited, but the prohibition is not consistently followed.  
0 = Neither practice is prohibited.

### **1.8 Fund-raising efforts supportive of healthy eating**

Do school fund-raising efforts support healthy eating through the sale of non-food items or foods that are low in fat, sodium, and added sugars (for example, fruits, vegetables, pretzels, or air-popped popcorn) instead of foods that are high in fat, sodium, and added sugars (for example, candy)?

- 3 = Yes, fund-raising efforts never include the sale of foods high in fat, sodium, and added sugars.  
2 = Fund-raising efforts rarely include the sale of these foods.  
1 = Fund-raising efforts typically include the sale of these foods, but there are plans to change this practice.  
0 = Fund-raising efforts typically include the sale of these foods, and there are no plans to change this practice.

### **1.9 Restrict access to foods of low nutritive value**

Does the school prohibit the sale and distribution of foods of minimal nutritional value\* and other foods of low nutritive value\*\* throughout the school grounds until after the end of the last lunch period?

*\*Foods of minimal nutritional value include carbonated soft drinks, chewing gum, water ices, and certain candies such as hard candy, licorice, jelly beans, and gum drops. The U.S. Department of Agriculture has defined these foods as providing less than 5% of the U.S. recommended daily allowance per serving for protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron. U.S. Department of Agriculture regulations prohibit the sale of these foods in food service areas during meal times.*

*\*\*Other foods of low nutritive value provide most calories in the form of fat and/or sugars but contain few vitamins or minerals. Examples include candy, fried chips, and juice drinks.*

3 = Yes.

2 = The school prohibits the sale and distribution of foods of minimal nutritional value and other foods of low nutritive value throughout the school grounds but only during meal service hours.

1 = The school meets the U.S. Department of Agriculture regulation by prohibiting the sale of foods of minimal nutritional value in the food service area during meal service hours.

0 = The school does not meet the U.S. Department of Agriculture regulation that prohibits the sale of foods of minimal nutritional value in the food service area during meal service hours.

### **1.10 Adequate time to eat school meals**

Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?

3 = Yes. (Note: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, you can select 3.)

2 = Adequate time for breakfast or lunch, but not both.

1 = No, but there are plans to increase the time.

0 = No, and there are no plans to increase the time.



**1.11 Hands washed before meals and snacks**

Do most or all teachers schedule time for students to wash their hands before meals and snacks?

3 = Yes.

2 = About half do.

1 = Few or none do, but there are plans to increase the number.

0 = Few or none do, and there are no plans to increase the number.

**1.12 Orient staff to school health policies**

Is staff oriented to and given copies of the policies on physical activity and healthy eating that relate to their job responsibilities?

3 = Yes.

2 = Oriented to or given copies, but not both.

1 = No, but there are plans to do so.

0 = No, and there are no plans to do so.

**1.13 Communicate school health policies to students, parents, staff, and visitors**

Does the school communicate its policies on physical activity and healthy eating to students, parents, staff, and visitors in each of the following ways?

- ✓ staff orientation and staff meetings
- ✓ student orientation
- ✓ student handbook
- ✓ staff handbook
- ✓ parent handbook and/or newsletters
- ✓ contracts with outside vendors and organizations that rent school facilities
- ✓ announcements at school events
- ✓ community meetings

3 = Yes, all of the ways are used.

2 = Most of the ways are used.

1 = Only a few of the ways are used.

0 = None are used.

## **Module 1: School Health Policies and Environment**

### ***Planning Questions*** ***(photocopy before using)***

The Module 1 Planning Questions will help your school use its *School Health Index* results to identify and prioritize changes that will improve policies and programs for promoting physical activity and healthy eating. The answers on this form should guide your module team's presentation to the entire *School Health Index* team.

#### **Planning Question 1**

Look back at the scores you assigned to each question. According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to promoting physical activity and healthy eating?

#### **Planning Question 2**

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (for example, create and maintain a school health committee).

*Continued on next page*

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

**Planning Question 3:** List each of the actions identified in question 2 above. Use the five-point scales defined below to rank each action on five dimensions (importance, cost, time, commitment, feasibility). Add the ranking points for each action to get total points. Use the total points to help you choose one, two, or three top-priority actions that you will recommend to the *School Health Index* team for implementation this year.

|                    |  |
|--------------------|--|
| <b>Importance</b>  | <b>How important is the action to my school?</b><br>5 = Very important                      3 = Moderately important                      1 = Not important  |
| <b>Cost</b>        | <b>How expensive would it be to plan and implement the action?</b><br>5 = Not expensive                      3 = Moderately expensive                      1 = Very expensive                                    |
| <b>Time</b>        | <b>How much time and effort would it take to implement the action?</b><br>5 = Little or no time and effort                      3 = Moderate time and effort                      1 = Very great time and effort |
| <b>Commitment</b>  | <b>How enthusiastic would the school community be about implementing the action?</b><br>5 = Very enthusiastic                      3 = Moderately enthusiastic                      1 = Not enthusiastic         |
| <b>Feasibility</b> | <b>How difficult would it be to attain the action?</b><br>5 = Not difficult                      3 = Moderately difficult                      1 = Very difficult  |

| <b>Module 1 Actions</b> | <b>Importance</b> | <b>Cost</b> | <b>Time</b> | <b>Commitment</b> | <b>Feasibility</b> | <b>Total Points</b> | <b>Top-Priority Action?</b> |
|-------------------------|-------------------|-------------|-------------|-------------------|--------------------|---------------------|-----------------------------|
|                         |                   |             |             |                   |                    |                     |                             |
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